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ANNUAL REPORT

Of the Superintendent of Common Schools to the Legislature of the State of New-York.

Albany, January 13th, 1844.

The undersigned, as Superintendent of Common Schools, in pursuance of the provisions of law, respectfully submits the following

REPORT.

There are in this State fifty-nine counties, comprising nine cities, containing sixty-two wards and 835 towns: total towns and wards, 897. Each county in the State, with the exception of Lewis, has now appointed a county superintendent, under the act of 1841, as amended by the act of 1843; and in the counties of Allegany, Cattaraugus, Dutchess, Jefferson, Oneida, Onondaga, Monroe and Washington, each comprising more than one hundred and fifty school districts, two county superintendents have been appointed, and these counties have been divided into two convenient districts, to each of which a superintendent has been assigned, in pursuance of the 4th section of the act of 1843.

In the county of Richmond, no superintendent was appointed until the late meeting of the board of supervisors in that county, consequently no other statistical report has been received than that of the county clerk, transmitting copies of the annual reports of the commissioners and town superintendents of common schools; the aggregate footings of which, as well as those received from the clerk of Lewis county, have been transferred to the abstract of the annual reports of the several town superintendents, accompanying this report.

The supervisors of the county of Lewis, notwithstanding the positive and mandatory provisions of the acts of 1841 and 1843, have entirely neglected to comply with these provisions; and this county is now the only one in the State which is destitute of a superintendent. No effort within the knowledge of this Department has been made by the supervisors, since the passage of the act of 1841, to appoint such an officer, until October last; and the whole character of the proceedings at that time, as communicated to this Department by the clerk of the board of supervisors, the result of the three days' balloting, and the determination not to meet at any future period, nor to make any further effort to comply with the provisions of the statute, would seem to justify the belief, that a preconceived understanding existing to put the law at defiance.

By the 4th section of the act of the 17th of April, 1843, it is provided that "no share of the public money shall hereafter be apportioned to any county in which a county superintendent

shall not have been appointed, unless by order of the Superintendent of Common Schools." After the ineffectual balloting and final adjournment of the board, an application for such an order was made to this Department by the clerk of the board, under a resolution to that effect adopted by them. But upon full consideration, it was believed that the whole responsibility, ought to rest upon the supervisors, who might at any time before the first of February next, meet and make the appointment; and that this Department ought not, without the strongest and most satisfactory reasons, to sanction a nullification of the laws of this State. The clerk of the board of supervisors was accordingly apprised that unless the appointment should be made in season, the distributive share of the School Fund for the present year, would not be apportioned to the county.

From each of the counties in which superintendents had been appointed under the act of 1841, reports in accordance with law, and the instructions of the Department, have been received, and are herewith transmitted to the Legislature.

Number of School Districts.

There were in the State on the first day of October last, as appears from the returns, 10,875 districts; showing a considerable diminution from the number reported last year. This diminution has been caused by the union or consolidation of small districts, and by the refusal on the part of the town superintendents generally, to increase the number of existing districts by the formation of new ones, excepting under peculiar circumstances; and it is earnestly hoped that the same policy will be steadily pursued in future, in every practicable case, throughout the State. Small and consequently inefficient districts have, heretofore for a long period, been the source of many formidable evils. Miserable school houses, poor and cheap teachers, interrupted and temporary instruction, and heavy rate-bills, are among the permanent calamities incident to small school districts. The ordinary pretext for the division and subdivision of districts, is the greater proximity to be afforded to a portion of the inhabitants to the school house. To this single fancied benefit, considerations of much greater importance are often sacrificed. The idea seems to be entertained by many, that it is a great hardship for children to travel a mile, or even half a mile, to school; and that those individuals are the most favored, who find the school house nearest to their homes. It is true that there are a few stormy days in the year, when the nearness of the school house may be deemed a convenience. But all children of ten or twelve years of age, must, in order to maintain health, and secure the due de-

velopment of their physical functions, exercise daily, to a much greater extent than is produced by one or even two miles' travel. Unrestrained exercise in the open air is indispensable to the health of the young. It is one of the laws which has been strongly impressed by the Creator upon the animal organization; and obedience to this law is enforced by a powerful instinct which impels the young of all animals, while in a state of growth, to daily muscular exertion. The human race is as subject to this law, as any other part of animated nature: and it is a fact established by all experience, that those children are the most healthful in body and vigorous in mind, whose corporeal motions are least constrained, and whose lungs are most in contact with the pure and open air. The most aged and experienced teachers will testify that, as a general rule, those children who live farthest from the school house, are the most punctual in their daily attendance, and make the greatest progress in their studies.

Number of Children taught.

The aggregate number of children between the ages of five and sixteen years, residing in the several districts from which reports were received, exclusive of those in the city of New-York, was, as appears by the returns, 607,995; and the number of children of all ages, who have been in attendance in the several district schools, for a longer or shorter period, during the year ending on the first day of January, 1843, exclusive of those in the city of New-York, is reported at 610,354. There is reason to apprehend that these returns are in some instances defective; but as the enumeration of the number of children between the ages of five and sixteen is made the basis of the annual distribution of the school moneys to the several districts, and the names and number of children between these ages of the several inhabitants are required to be specifically reported, with severe penalties for any intentional variation in point of accuracy, it is presumable that no serious error has occurred; and after making due allowance on the one hand for the number of children under instruction in academies and private schools of every grade, and on the other for the considerable number of those over the age of sixteen and under that of twenty or twenty-one, who are permitted to participate in the benefits of common school instruction, the number reported cannot, it is believed, vary essentially from the truth. There are no means of ascertaining with precision the number of children between the ages of five and sixteen residing in the city of New-York; no returns on this head being required by law in that city; but it is presumed, from the most accurate calculation which can be made from the materials furnished by the last census, that the number does not vary far from 75,000, of which 47,428 are returned as having been under instruction during a longer or shorter period of time in the schools of the Public School Society, the several incorporated institutions entitled to participate in the distribution of the public money, and the several district schools organized in pursuance of law. The aggregate number of children of all ages, therefore, who have been under instruction in the several district schools of the State during the year reported, may be stated at 657,782; showing an increase of upwards of 59,000 over the num-

ber thus under instruction, during the preceding year.

Private and Select Schools.

The number of unincorporated select and private schools in the State, exclusive of those in the city of New-York, from which no returns on this head have been received, is reported at 954; and the aggregate number of pupils in attendance at such schools, at 34,105. The number so attending in the several private and select schools in the city of New-York, cannot, it is believed, fall short of 30,000.

Average period of Tuition.

The average length of time during which the schools have been taught in the several districts from which reports have been received, was eight months. In the city and county of New-York, and in the city of Brooklyn, in the county of Kings, the schools were kept open during the whole year; in the county of Richmond, an average period of eleven months; in the county of Queens, an average period of ten months; in each of the counties of Columbia and Rockland, an average period of nine and a half months; and in each of the counties of Dutchess, Monroe, Orange, Schenectady, Suffolk, Ulster, and Westchester, for an average period of nine months.

Attendance of Pupils.

The number of pupils reported as having attended their respective schools during the entire year, was 23,608; the number attending for ten months and upwards, 34,896; eight months and upwards, 70,178; six months and upwards, 144,422; four months and upwards, 270,996; 2 months and upwards, 478,029; and the number in attendance for a less period than 2 months, 162,325.

The aggregate number of children actually in attendance at the period of the visitations of the schools by the several county superintendents during the winter terms, is reported at 213,129; during the summer terms at 189,048.

Course and extent of Study.

Of the number thus in attendance at the period of the winter visitations in 6,666 districts, 9,855 were in the alphabet; 28,056 in spelling; 197,403 in reading; 99,032 engaged in the study of arithmetic; 55,118 in the study of geography; 11,139 in that of history; 42,301 in that of English grammar; 2,343 were in the use of globes and other scientific apparatus; 2,316 in the study of algebra; 644 in that of geometry, surveying and the higher mathematics; 4,712 in that of natural philosophy; 558 in that of the philosophy of the mind; 76 in that of physiology; 903 in that of book-keeping; 6,000 in composition; 10,220 in vocal music; 189 in chemistry; 8,949 in the definition of words; 217 in astronomy; and 1,173 in other branches not specifically enumerated.

Of the pupils in attendance at the summer visitations in 6,942 districts, 17,616 were in the alphabet; 38,730 in spelling; 148,007 in reading; 51,229 in arithmetic; 50,335 in geography; 7,210 in history; 22,727 in English grammar; 3,283 in the use of globes and other scientific apparatus; 1,276 in algebra; 394 in geometry and the higher mathematics; 2,769 in natural philosophy; 386 in mental philosophy; 92 in physiology; 730 in book-keeping; 4,499 in composition; 17,632 in vocal music; 43 in chemistry; 9,975 in definition; 191 in astronomy; and 1,814 in other branches not enumerated.

Teachers.

The number of male teachers in the winter schools visited by the several county superintendents, was 5,170; that of female teachers 635; of the former 170, and of the latter 175, were under 18 years of age; of the former 1,181, and of the latter 558, between the ages of 18 and 21; of the former 2,113, and of the latter 615, between the ages of 21 and 25; of the former 963, and of the latter 228, between the ages of twenty-five and thirty; of the former 666, and of the latter 137, over the age of 30 years.—Of the former 2,004, and of the latter 451, had taught in the whole for a less period than one year, and of the former 3,036, and of the latter 1,120, for a longer period than one year; of the former 798, and of the latter 303, had taught the same school for one year and upwards; of the former 387, and of the latter 125, had taught the same school for two years and upwards; and of the former 319, and of the latter 70 had taught the same school for three years.

In the summer schools thus visited, the number of male teachers was 1,024, and that of female teachers 5,699. Of the former 34, and of the latter 1,066, were under 18 years of age; 147 of former, and 2,168 of the latter, between the ages of 18 and 21; 363 of the former, and 1,688 of the latter, between 21 and 25; 218 of the former, and 551 of the latter, between 25 and 30; and 261 of the former, and 205 of the latter, 30 years of age and upwards. Of the former 180, and of the latter 2,513, had taught in the whole for a less period than 1 year; and of the former 804, and of the latter 3,150, for a longer period than one year. Of the former 252, and of the latter 911, had taught the same school for one year and upwards; of the former 159, and of the latter 359, for two years and upwards; and of the former 166, and of the latter 145, for three years.

The average monthly compensation of the male teachers employed in the winter schools was \$14.28 exclusive of board; that of the female teachers \$7.00. In the summer schools, the male teachers received, on an average, \$15 per month, and the female teachers \$6.

The apparent reduction of the average compensation of teachers, from the prices heretofore paid, may be accounted for by the increased value of money, and the corresponding diminution in the prices of labor and subsistence of all kinds. Taking these circumstances into consideration, it will be found that there has in reality been no falling off in the rates of compensation heretofore allowed to male teachers, while those of female teachers have perceptibly increased.

Condition of School Houses.

The whole number of school houses visited and inspected by the county superintendents during the year was 9,368: of which 7,685 were of framed wood; 446 of brick; 523 of stone, and 707 of logs. Of these, 3,160 were found in good repair; 2,870 in ordinary and comfortable repair, and 3,319 in bad repair, or totally unfit for school purposes. The number furnished with more than one room was 544, leaving 8,795 with one room only. The number furnished with suitable play-grounds is 1,541; the number not so furnished 7,313. The number furnished with a single privy is, 1,810; those with privies containing separate apartments for male and female pupils 1,012; while the number of those not furnished with any privy whatever, is 6,423.—

The number suitably furnished with convenient seats, desks, &c. is reported at 3,282, and the number not so furnished at 5,972. The number furnished with proper facilities for ventilation is stated at 1,518; while the number not provided with these essential requisites of health and comfort is 7,889.

No subject connected with the interests of elementary instruction affords a source of such mortifying and humiliating reflections as that of the condition of a large portion of the school houses, as presented in the above enumeration. One-third only of the whole number visited, were found in good repair; another third in ordinary and comfortable condition only in this respect—in other words, barely sufficient for the convenience and accommodation of the teachers and pupils; while the remainder, consisting of 3,319 were to all intents and purposes unfit for the reception of man or beast.

But 544 out of 9,368 houses visited, contained more than one room; 7,313 were destitute of any suitable play-ground; nearly six thousand were unfurnished with convenient seats and desks; nearly eight thousand destitute of the proper facilities for ventilation; and upwards of six thousand without a privy of any sort; while of the remainder but about one thousand were provided with privies containing different apartments for male and female pupils! And it is in these miserable abodes of accumulated dirt and filth, deprived of wholesome air, or exposed without adequate protection to the assaults of the elements, with no facilities for necessary exercise or relaxation, no convenience for prosecuting their studies; crowded together on benches not admitting of a moment's rest in any position, and debarred the possibility of yielding to the ordinary calls of nature without violent inroads upon modesty and shame; that upwards of two hundred thousand children scattered over various parts of the State, are compelled to spend an average period of eight months during each year of their pupilage! Here the first lessons of human life, the incipient principles of morality, and the rules of social intercourse are to be impressed upon the plastic mind. The boy is here to receive the model of his permanent character, and to imbibe the elements of his future career; and here the instinctive delicacy of the young female, one of the characteristic ornaments of the sex, is to be expanded into maturity by precept and example! Is it strange under such circumstances, that an early and invincible repugnance to the acquisition of knowledge is imbibed by the youthful mind; that the school house is regarded with unconcealed aversion and disgust, and that parents who have any desire to preserve the health and the morals of their children, exclude them from the district school and provide instruction for them elsewhere?

If legislation could reach and remedy the evil, the law-making power would be earnestly invoked. But where the ordinary mandates of humanity, and the laws of parental feeling written by the finger of Heaven on the human heart, are obliterated or powerless, all statutory provisions would be idle and vain. In some instances during the past year, comfortable school houses have been erected to supply the place of miserable and dilapidated tenements which for years had been a disgrace to the inhabitants. Perhaps the contagion of such worthy examples may

spread; and that which seems to have been beyond the influence of the ordinary impulses of humanity, may be accomplished by the power of example or the dread of shame.

The expense of constructing and maintaining convenient buildings, and all other proper appliances for the education of the young, is a mere trifle when contrasted with the beneficial results which inevitably follow. Of all the expenditures which are calculated to subserve the wants or gratify the caprices of man, there are none which confer such important and durable blessings as those which are applied to the cultivation and expansion of the moral and intellectual powers. It is by such cultivation that human happiness is graduated, and that from the most debased of the savage tribes, nation rises above nation in the scale of prosperity and civilization. The penuriousness which has been manifested on this subject, and the reckless profligacy exhibited on others, is strongly characteristic of the past. In future times, when the light of science shall be more widely diffused, and when the education of the young shall claim and receive the consideration it deserves, a retrospection of the records of the past will exhibit preceding generations in no enviable point of view.

In 1805, thirty-nine years ago, the basis of the School Fund was laid; and now, after the lapse of almost forty years, the aggregation of every dollar which has been consecrated to the available capital of this fund, gives the amount of only \$1,975,093.15. With a population of two and a half millions, the entire avails of the appropriations of forty years, destined to the holy purpose of youthful progress and human improvement for all time to come, is less than seventy-five cents to each individual in the State. Nor has this extraordinary parsimony been caused by any legislative restraints or constitutional inability. The will of a bare majority might at any time have augmented this fund. But the will of legislation has been frequently signalized in a direction exactly opposite. In a much shorter period than it has required to collect the School Fund, more than ten times as much has been utterly wasted in the reckless career of miscalled "internal improvement." Without estimating the vast sums which have been applied, and must yet for a long period continue to be applied to the payment of principal and interest, the amount invested as capital alone in this profligate crusade, is \$34,400,729.26; and the State has been "improved" into a standing debt, now producing an exhausting tax upon its land and labor, of about twenty-eight millions of dollars; and which debt, before it is finally extinguished, will probably draw from the tax-payers, in principal and interest, forty or fifty millions of dollars.

The interest of one-half of the money which has been thus hopelessly sacrificed, would, of itself, be sufficient to educate every child in the State for all time to come. In a single instance legislation has thrown a much larger amount than the whole School Fund into the luxurious lap of a rotten and meretricious corporation. This bonus of three millions bestowed upon corruption by felonious legislation, was peddled out to brokers on little strips of paper, upon which the fiat of law had assumed to stamp the credit of the people of the State; the redemption of which credit is yet to be effected by the sweating process of annual taxation.

What ideas of the good sense and intelligence of the past, will be entertained by the instructed men of future times, to whom will be bequeathed the legislative patrimony of this State—who will inherit, in fee simple, an enormous debt and a voluminous inventory of unfinished works, forsaken by God and man, the yawning Golgotha of wasted human toil—and who, instead of a general fund, and a replenished treasury, will receive the negative blessing of an "exhausted receiver?" That combination of interests which for years could have seduced a whole community into such gross fatuity, will probably be an enigma to the future historian. The signal success which has been achieved and maintained for a long period over the human understanding, by the unblushing repetition of false statements, fraudulent estimates, treacherous promises, and hollow and interested pretences, will astonish every intelligent man, woman and child of future days. Nor would their wonder be diminished by a disclosure of existing efforts in the same direction, moving in a subdued under current, with the evident design of artfully obviating every impediment to the onward course of the Juggernaut of debt.

Those who come after us, and who shall make themselves acquainted with the facts and records of the present and the past, will inquire with surprise and indignation, how it was possible that such things could have been. Looking at the avails of nearly half a century, in the slow and parsimonious accumulation of the school fund, and at the wanton profligacy of a few years of the same period, in the entire waste of countless millions of the public wealth, and the aggregation of an enormous debt; and contemplating the wretched accommodations and reckless indifference for youthful instruction, which to a great extent contemporaneously prevailed throughout the State, they will find it difficult, if not impossible, to reconcile such extraordinary facts with the ordinary laws of human nature. "Did the men of those days," they will ask, "omit to furnish proper accommodations for the advancement of their children in the rudiments of indispensable knowledge, while at the same time, they quietly looked on, from year to year, and witnessed with stolid indifference, the ruinous and reckless career of legislation? Did they neglect to provide for their sons and daughters, in their helpless and tender age, comfortable buildings, competent instructors, necessary books, useful apparatus, and all those other aids which are requisite to the right development of the youthful mind, and, at the same time, allow their rulers to lavish not only all the disposable resources of the State, but to crucify its credit and put it to open shame, in a mad career of wild and hopeless profusion? Did they grudge to their own flesh and blood, a miserable pittance for the necessities of mental life, whilst they allowed their rulers to scatter millions to feed the hungry rapacity of rotten corporations, and to subserve the pecuniary and political aspirations of unprincipled demagogues? Did they, with miserly gripe, withhold the inconsiderable funds necessary to instruct the young, and thus to promote virtue and intelligence, and to accelerate the progress and elevate the character of the human race, whilst they permitted themselves to be grievously taxed for the purpose of digging the graves of productive

industry, to support pauper canals, and to bestow immense gratuities upon hackneyed fraud, and countless millions upon impudent corruption?"

If those of the present and the past should be summoned from their graves into judgment before the future, what response could they make to questions like these? The six hundred thousand children of the State, now rapidly approaching maturity, will soon occupy the places of their forefathers. And if with no more virtue and knowledge than their predecessors, the destinies of the future are committed to their guidance, the demoralizing scenes of the past may be reenacted; and the combined influences of paper money inflations and profligate "Internal Improvement" again roll their full tide of corruption over the State. The practice of fraud, theft, embezzlement and robbery, whose almost daily and nightly occurrence blackens the annals of the present period, is but the miniature epitome of past legislation. Destitute of the law-making power, by which the property of millions is compendiously plundered, the vagrant, nocturnal culprits are reduced to a miserable retail business, and forced either to abandon their calling, or to levy contributions upon single individuals. That most of the crimes against property which now disgrace society are the necessary results of "unclean legislation," and the consequence of examples of profligacy set in high places, there can be no reasonable doubt. The turbid stream of black legislative precedents flows through all the departments of human society, down to the very lowest, with the accumulating velocity of a descending torrent.

But thank God the prospect of the future is not wholly devoid of hope. The records of the past year clearly exhibit an awakening in many portions of the community, on the important subject of juvenile instruction. The majority of the schools in the State are manifestly in the condition of palpable improvement. Instruction of a better quality, and in greater quantities than ever before, is now communicated to the young; and it is, therefore, certain that the present sickening vices and crimes will ultimately receive a salutary check; although the period of reformation may, perhaps, be protracted until most of the existing adult actors on the theatre of life shall have passed away.

COMMON SCHOOL FUND.

Capital.

The following statement shows the amount of the capital of the fund and the increase and diminution of the same, during the year ending 30th Sept. 1843, viz:

Amount of the fund 30th Sept. 1842,.....	\$1,968,290 72
Increase of the fund as stated below,.....	116,175 61
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Diminished as stated below,.....	\$2,084,466 33
	109,373 18
	<hr/>
Amount of the fund 30th Sept. 1843,.....	\$1,975,093 15
	<hr/>
To this fund also belongs 357,824 acres of land, valued at,.....	\$178,412 00

Increase of the Fund.

Bonds for lands, viz:	
For sales of lands by the Surveyor-General,.....	\$18,767 01
For sales of lands by the Attorney-General,.....	5,299 63
Transferred from the Canal Fund,.....	9,445 00

Transferred from the General Fund,.....	300 00	
		<hr/>
Moneys received into the Treasury, viz:		\$33,811 64
Principal of bonds for lands,.....	\$25,708 19	
do. do. loans,.....	41,990 83	
do. loan of 1792,.....	2,730 99	
do. do. 1808,.....	2,002 00	
First payments on sales of lands,.....	9,776 99	
Redemption of lands,.....	158 97	
		<hr/>
		82,363 97
		<hr/>
		\$116,175 61

Diminution of the Fund.

Bonds for lands, viz:		
Principal of bonds paid into the Treasury,.....	\$25,708 19	
Reversion by sales of lands under foreclosure of mortgages, by the Attorney-General,.....	20,965 60	
		<hr/>
		\$46,673 79
Bonds for loans, viz:		
Principal of bonds paid into the Treasury,.....	41,990 83	
Loan of 1792:.....		
Principal paid into the Treasury,.....	2,730 99	
Loan of 1808:.....		
Principal paid into the Treasury,.....	2,002 00	
Money paid out of the Treasury, viz:		
Surplus moneys on resale of lands, refunded,.....	\$815 72	
Redemption of lands sold, &c. refunded,.....	74 69	
Erroneous payments into the Treasury, refunded,.....	141 82	
		<hr/>
		1,032 23
For bonds transferred from E. & C. Canal Fund,.....		9,445 00
For bonds transferred from General Fund,.....		300 00
Amount transferred to revenue for interest included in sundry bonds and mortgages taken by the Attorney-General and Surveyor-General, for resales of lands,.....		5,298 34
		<hr/>
		\$109,373 18

Revenue.

Bal. of revenue in the Treasury, on the 30th Sept. 1842,.....	\$72,101 70
Amount received into the Treasury during the year ending 30th Sept. 1843, including the sum of \$165,000 appropriated from the income of the U. States Deposit Fund,.....	264,344 40
Amount transferred from the capital for interest included in sundry bonds taken by the Surveyor-General and Attorney-General,.....	5,298 34
Amount transferred from General Fund, for interest on money in the Treasury, belonging to the capital,.....	2,827 98
	<hr/>
	\$344,472 32
Amount paid out of the Treasury during the year ending 30th Sept. 1843,.....	275,461 64
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Balance of revenue in the Treasury on the 30th Sept. 1843,.....	\$69,010 68

Amount of public money received and expended, and amounts paid on rate bills.

The aggregate amount of public money received and expended in the several districts from which reports have been received, during the year ending on the first day of January, 1843, was \$660,727.41, of which \$565,793.76 were applied to the payment of teachers' wages, and \$94,933.65 to the purchase of suitable books for the district libraries. The aggregate amount paid by the inhabitants of the several districts on rate bills, was \$509,376.97, making in all the sum of \$1,075,170.73 applied to the payment of teachers' wages.

The whole amount of public money received

by the commissioners of common schools and town superintendents, during the year ending on the first day of July last, from all sources, is reported at \$655,699.44, of which \$552,772.79 were apportioned for the payment of teachers' wages, and \$98,470.65 for the purchase of suitable books for the district libraries, maps, globes and other scientific apparatus, under the provisions of the act of 1843.

The amount of local funds in the possession of the several towns and districts, derived from the avails of their gospel and school lots, unappropriated poor funds and other sources, is reported at \$17,425.83.

County and Town Superintendents.

The sources of the general inefficiency which has hitherto characterized our common schools, are undoubtedly to be found in the absence, until quite recently, of any effective supervision; in their complete isolation from each other, and from the community in general; in the indifference manifested by the great body of the people to their interests and welfare; in the want of competent teachers; the want of suitable school houses, suitable text books and suitable modes of government and discipline in the school-room; in short, in the absence of any interest on the part of parents, and any enlightened knowledge of the science of education on the part of teachers. Up to the year 1841, the only class of officers whose special duty it was to visit and inspect the schools, and provide a suitable body of teachers for their instruction, were the commissioners and inspectors of common schools.

In what manner these important and responsible duties were discharged by them, has already been submitted to the Legislature, in previous reports from this Department. Incompetent teachers were permitted to take charge of a great majority of the schools, under the official sanction of certificates of qualification, granted frequently without any previous knowledge of their character or attainments; and the visitations required by law were seldom, and in a majority of instances, never made. Trustees of districts contented themselves with discharging the duties specifically imposed upon them by law; and after having contracted with a teacher at the lowest prices they could obtain, and made the requisite arrangements for continuing the school for a length of time sufficient to enable their district to secure its proportionate share of public money, they rarely felt themselves called upon to investigate the condition of the school itself; and the inhabitants of districts conceived their duty discharged by sending their children, when convenient, to the school, and punctually paying their quota of the tax list or rate bill, when called upon for that purpose. No opportunity was afforded for comparing the condition of the school with that of others, near or remote; and each teacher, for the brief period embraced in his contract with the district, without supervision, encouragement or advice, daily passed through a tedious and monotonous routine of unintelligible, and consequently uninteresting exercises. After an interval of three or four months, another teacher was employed, and the same process repeated, with such variations only as resulted from the substitution of one impracticable method of instruction for another. The profession of the teacher became, too often not without cause, disreputable—the school house a

by-word of repulsion—and the district school synonymous with all that was vulgar, low, immoral and degrading. The repeated and concurring testimony of individuals and public officers, and the observation and experience of all who have had the means of knowing the condition of these schools, in the greater portion of the districts of the State, will corroborate the truth of the picture here reluctantly drawn. That there has not been a gradual and steady improvement in their condition, notwithstanding the obstacles they have been compelled to encounter, it would be equally unjust and untrue to assert: but under the disadvantages inseparable from an almost total absence of public or private supervision, that thorough and complete elementary education, which it was the policy and design of our system of public instruction to secure to every child of the State, has been almost universally withheld.

But we may reasonably congratulate ourselves upon the accession of a new order of things, in relation to the practical workings of our system. Through the medium of an efficient county and town supervision, we have succeeded not only in preparing the way for a corps of teachers thoroughly competent to communicate physical, intellectual and moral instruction—themselves enlightened and capable of enlightening their pupils—but also in demolishing the numerous barriers which have hitherto prevented all intercommunication between the several districts. An extended feeling of interest in the condition and progress of the school has been awakened; and in addition to the periodical inspection of the county and town superintendents, the trustees and inhabitants are now, in many portions of the State, beginning to visit the schools of their districts; striving to ascertain their advancement; to encourage the exertions of teachers and pupils, and to remove every obstacle resulting from their previous indifference. Incompetent teachers are beginning to find the avenues to the common school closed against them; and the demand on the part of the districts for a higher grade of instructors, is creating a supply of enlightened educators, adequate to the task of advancing the youthful mind in its incipient efforts to acquire knowledge. The impetus thus communicated to the schools of one town and county is speedily diffused to those of others. Through frequent and periodical meetings of town and county associations of teachers and friends of education, the improvements adopted in any one district are made known to all; and the experience, observations and suggestions of each county superintendent, annually communicated, through their reports, to all. By these means the stream of popular education, purified at its source and relieved from many of its former obstructions, is dispensing its invigorating waters over a very considerable portion of the State.

The reports of several county superintendents, which are herewith transmitted, exhibit unequivocal evidence of efficient exertions on their part, in the performance of the responsible duties assigned them by law and by the instructions of this Department. To their efforts is to be attributed, to a very great extent, the revolution in public sentiment, by which the district school from being the object of general aversion and reproach, begins to attract the attention and regard of all. To their enlightened labors for the elevation and

advancement of these elementary institutions, we owe it in a great measure, that new and improved modes of teaching, of government and of discipline have succeeded in a very large proportion of the districts, to those which have hitherto prevailed; that a higher grade of qualifications for teachers has been almost universally required; that parents have been induced to visit and take an interest in the schools; that private and select schools have been to a considerable extent discountenanced, and the entire energies of the inhabitants of districts concentrated on the district school; and that the importance, the capabilities and extended means of usefulness of these nurseries of knowledge and virtue, are beginning to be adequately appreciated in nearly every section of the State. Collectively considered, these officers have well vindicated the confidence reposed in them by the legislature and the people, and justified the anticipations of the friends of education.

In accordance with the recommendation of this Department, many of the county superintendents have, in addition to the statistical and general information comprised in their annual reports for the present year, submitted their views on special topics which had been assigned them, embracing the consideration of various subjects connected with the science of elementary education. These topics have been, in general, ably discussed; and the results of their examination will be found to embody a mass of valuable and interesting information in relation to many of the most important departments of mental culture. I respectfully recommend that some adequate provision be made by the Legislature for the distribution of these valuable documents, together with the general reports of these officers, among the several school districts of the State. Should it be thought advisable to place one copy in each school district library, the expense of such an appropriation would be inconsiderable when compared with the benefits which could not fail to be derived from the general diffusion of the valuable information embodied in these reports.

The provisions of the act of the last session of the Legislature, relative to common schools, seem to have met with general acceptance on the part of the people. So far as the means of ascertaining public sentiment on this head have been possessed by the department, through its extended correspondence with the officers and inhabitants of the school districts, and through the annual reports of the several county superintendents, it may safely be alleged that the system of common schools as now organized, has received the almost universal approbation of those to whom its immediate interest and administration are committed. The great simplification of its details, by dispensing with the cumbrous and expensive machinery of commissioners and inspectors, and committing the direct administration of the affairs of the several schools in each town to one officer, selected in view of his peculiar qualifications for the discharge of this duty, and required to give security for the faithful application of the public funds entrusted to his care, has commended it to the public favor; and it is gratifying to be able to state that the temporary selection of this class of officers, by the local authorities, under the 18th section of the

act referred to, has generally been found, eminently conducive to the interests of primary education.

"The abolition of the offices of commissioners and inspectors, and the substitution of that of town superintendent," says the county superintendent of Albany, "has been universally approved by the people. There is no longer a division of responsibility, under which duties can be neglected with impunity; on one man rests the immediate charge of the schools, and their condition honors or disgraces him. Not only is greater vigor and certainty in this manner given to the local administration, but the usefulness of the county superintendent is also greatly increased. By obvious and judicious arrangements, each can powerfully co-operate with the other, combining together the drills, inspections, registers, district examinations, and town celebrations into a system which shall reach and remedy every evil."

"The substitution of town superintendents for commissioners and inspectors of common schools," says the Cortland county superintendent, "has, on the whole, resulted in a decided benefit to the schools, and in a more correct and uniform administration of the laws. It could not be expected that an entire uniformity would exist in the decisions or practices of these officers, but the uniformity is greater than under the former system; and the official relations, as well as the frequent official intercourse and co-operation between them and a central officer of appellate jurisdiction, tends to prevent any material discrepancies."

"I am highly gratified," says the superintendent of Dutchess county, "in being able to bear testimony to the readiness and efficiency with which these officers have, in general, discharged their duties; and I take this opportunity publicly to acknowledge my obligations for the efficient aid received from them in the discharge of my duties, in furnishing me with all the necessary information relative to the schools in their respective towns. The office of town superintendent is one of great importance; and it is hoped that the selection of these officers will be made without reference to their partizan character. Let the question be 'Is he capable, is he honest, is he moral?'"

"It affords me much pleasure," says the county superintendent of Franklin, "in being able to say that the constituted authorities exemplified much wisdom in their selection of these officers; more it is to be feared, than will the people hereafter, actuated by the bickerings of party spirit, as they too frequently are in the election of town officers. The town superintendents have almost invariably accompanied me in my peregrinations through their respective towns, and a more efficient, conscientious and co-operative set of officers cannot be found."

"It is a source of pleasure," says the county superintendent of Essex, "for me to be able to speak of the zeal and spirit of co-operation which has been manifested by these officers in the discharge of their duties since their appointment. They seem to be conscious of the responsibilities devolved on them, and have rendered essential service during the past season, in contributing to perfect such arrangements as had been projected to reform crying evils in the internal workings of the schools."

"The provisions of the law for the appointment of town superintendents," says the county superintendent of Genesee, "meet the approbation of the people generally. It is thought to be less expensive and more efficient than the former system. The officers appointed in this county feel the responsibilities of their station, and enter upon the discharge of their duties with zeal and ability."

"Public opinion has evidently, in this county," says the superintendent of Hamilton county, "undergone a radical change on the subject of school supervision; and the law of last winter reducing the number of town officers, has done much to satisfy the inhabitants that it is the wish of our Legislature to improve the schools, without increasing the expense to the districts."

"I was accompanied by the town officers," says the superintendent of Jefferson county, "seldom, previous to the first of June last. On the second day of June, the day after he received his appointment, one of the town superintendents commenced his labors by accompanying me in my visits to the schools; and since that time I have been left to visit alone, only about ten days. When there were five officers, it was hard to find one sufficiently interested to go even to see what was doing in the schools; now there is but one, I have always found him ready and generally efficient. This, with me, is sufficient evidence of the excellence of the present system of town officers over the former."

"The law of last winter," observes the county superintendent of Rensselaer, "abolishing the offices of town inspectors and commissioners, and substituting in their places town superintendents, is almost universally regarded as an act of wise legislation." "These important officers were selected with much care and discretion, by the appointing officers of the several towns. They are good scholars, moral men and faithful officers—ready to co-operate with the State or county superintendent in any measures for the improvement of the schools under their supervision."

"That the present system of conducting the affairs of our schools," observes the county superintendent of Steuben, "is less expensive, more simple and more efficient than the old method, are features in its character which cannot escape common observation, and which are beginning to make a favorable impression on the public mind." "The concentration in the hands of the town superintendents of the powers formerly vested in the commissioners and inspectors, thus throwing upon this single officer the responsibility which was formerly divided among five, must certainly have a tendency to augment the importance of the office itself in the estimation of the people, and to make them careful in the selection of those who fill it."

"The substitution of town superintendents for inspectors and commissioners," says the superintendent of Sullivan county, "is, without doubt, a valuable improvement in our common school system. In this county, selections have been made solely with reference to the ability of the men for discharging the duties of the office; and in every town I have found them able auxiliaries in promoting the interests of the schools."

"I am much gratified in being able to state," says the superintendent of Ulster county, "that

the present system of supervision and inspection, has had a salutary influence in improving our schools. The standard of qualification for teachers has been materially raised; and at this day it is very rare that a person of low acquirements presents himself as a candidate for teacher. I have no doubt that the act of the last session, abolishing the office of inspectors and commissioners of common schools, and substituting that of town superintendent, has already had an important influence on the prosperity of our schools. In this county that office, almost without exception, has been filled by competent men, having a full sense of the importance and responsibility of their station; and the effect has been, that men of low acquirements have rarely applied for license as teachers, and when such have applied they have almost uniformly been rejected. There is now a complete co-operation between the town and county superintendents, which has ensured, and will hereafter ensure, the employment of more competent teachers, and of course remove one great hindrance to the elevation of our schools. The town superintendents have been selected with reference more to their ability and learning than to their political creed or party services."

"The law abolishing the offices of commissioner and inspector, and creating that of town superintendent of common schools," says the superintendent of the northern section of Washington county, "has received the almost unanimous approval of the people. It is a decided improvement in the system. The town superintendent feels that the character of the schools in his town depends very much upon his efforts, and that there is no one else to discharge the duties of his office but himself. The result is, those duties are performed with fidelity and a commendable zeal. The labors of the county superintendent are made much more useful by this change. A correspondence can now be easily kept up with each town, and constant and correct information of the state of all the schools be possessed by the co. superintendent, enabling him properly to direct his efforts, and to make his visits at a time and in a manner most beneficial to the schools."

The correct and harmonious movements of the school machinery of this State depend to a very great extent upon the proper selection of county and town superintendents. However judicious any system may be in theory, yet the perfection of its practical operation is graduated by the skill and ability of those to whose care is committed its administration. Among the various systems which might be devised, it would hardly be a figure of speech to pronounce that

"Whate'er is best administered is best."

The ability, zeal and singleness of purpose of any set of officers, even under an imperfect and disjointed system, might accomplish much good; and without these indispensable qualifications, the most simple and perfect organization would prove a failure.

Hitherto the supervisors, with some few exceptions, have appointed individuals as county superintendents who were highly qualified for the station; and in canvassing the State, it will be found that in all those counties where the most happy selections have been made, the po-

pularity of the system is the most firmly established. That these officers by a capable and zealous discharge of their duties, can confer benefits infinitely more valuable than their meagre compensation, begins to be understood; and it is fervently hoped that in every election hereafter to be made, of either town or county superintendent, the most competent individual, without reference to sect or party, will be selected. On such a subject, where the good of their children is at stake, men should dismiss their narrow prejudices, and tear in sunder the shackles of party. They should consult only "the greatest good of the greatest number" of the rising generation. They should direct their preferences to those only who are the ardent friends of youthful progress—to those only, the smoke of whose incense offered in this holy cause, daily ascends to heaven; and whose lips have been touched with a burning coal from the altar.

The appellate jurisdiction conferred by the act of the last session on county superintendents, over the several acts and proceedings of town and district officers relating to common schools, has been productive of very beneficial results. Few appeals have been brought, owing to the facility with which controversies arising among the inhabitants and officers of the several districts, are checked in their incipient stages by the prudent counsels of the county superintendents, who by a personal interview with the parties and with the means of obtaining an accurate knowledge of their peculiar situation and wants with reference to school district accommodation, is enabled to harmonize conflicting interests, which experience has demonstrated might otherwise ripen into inveterate neighborhood feuds and lead to protracted litigation.—The salutary effects of this pacific system have been extensively felt throughout the State; and it is believed that no more efficient means of dispensing equal, exact and speedy justice, could be devised, than have thus been provided. By the denial of costs in all cases where school officers, acting in good faith, are subjected to legal prosecution, and by providing a tribunal fully competent to settle all controversies growing out of the operation of the laws relating to common schools, without cost or delay to either party, the most abundant facilities are afforded for a prompt and peaceful adjustment of the various differences incident to the practical operation of a system comprehending so great a diversity of interests.

Trustees of School Districts.

The election of trustees of school districts for a term of three years, in connection with the annual election of one of their number, cannot fail to secure a much more efficient and systematic administration of the affairs of the several districts, than has heretofore been found practicable. The duties and responsibilities of this class of officers are important; and their intelligent performance requires experience, as well as public spirit. Great embarrassments have heretofore been experienced in relation to the pecuniary concerns of the districts, and the fulfilment of contracts with teachers and others, arising from the frequent and entire change of trustees, and the impracticability in many cases, on the part of the new officers, of

obtaining a satisfactory account of the affairs of the district from their predecessors; and not unfrequently, large amounts have been recovered by legal process against the former, on the unexecuted contracts of the latter, for which no indemnity, short of legislative provision, existed. Under the present system, ample time is afforded for the complete execution of all contracts entered into by the trustees; and on the accession of a new officer, he will always find two colleagues intimately acquainted with the concerns of the district, and prepared to co-operate efficiently in the administration of its affairs. Every facility will thus be afforded for the systematic transaction of official business, and for the enlightened discharge of official duty.

Apportionment of Public Money.

Owing to the frequent changes in the laws relating to common schools which have occurred during the past few years, and to the irregularity with which the successive provisions of law and the expositions and instructions of the Department in reference thereto, have been received by the officers and inhabitants of the several districts, numerous instances of forfeitures of the public money have unavoidably occurred; and applications for the exercise of the discretionary and equitable powers vested in the Superintendent by law, have uniformly been allowed whenever supported by the requisite evidence of good faith and an unintentional or unavoidable omission to comply with the strict requisitions of the act. Deeming the results of the legislation of the last session, in connection with that which had preceded it, as intended to settle the policy of the State in respect to the organization and principal details of our common school system, and to place the system thus adopted on a permanent basis, I have caused the various provisions of law relating to this subject to be consolidated, and arranged under the various heads to which they appertain, and the whole, together with the instructions and expositions of my predecessor and myself, to be published in three successive numbers of the District School Journal, and forwarded to the clerk of each district in the State and to the various town and county officers charged with the performance of any duty under those laws, with specific instructions to the several town and county superintendents to see that they are in every case duly received. I have also deemed it expedient to authorize, by a general order directed to the several town superintendents, the apportionment and distribution of the proportionate share of public money for the ensuing year to each district, the reports from which shall show a substantial compliance with law, or be accompanied with a satisfactory excuse, under oath, for any deficiency in this respect. By the adoption of this measure, the several districts will be enabled to enter upon the new organization of the system, upon an equal footing and with every facility for a future punctual compliance with the various provisions of law; and all pretence or necessity for any subsequent departure from their requisitions, excepting under extraordinary circumstances, will be obviated.

District Libraries.

The aggregate number of volumes in the seve-

ral district libraries, is reported at about 875,000. In consequence of the prevalence of a defective method in the returns heretofore made to the Department in this respect, by which the number of volumes in the libraries of joint districts was reported to the commissioners of each of the towns from parts of which the districts were composed, the aggregate number of volumes in the State has been over-estimated in previous reports of this Department. Measures have been adopted to obviate this source of error in the reports for the past year; and it is believed that the number now stated is as nearly accurate as it is practicable to make it.

The average circulation of the books belonging to the several district libraries, is steadily increasing, and a more enlightened appreciation of the value of these repositories of instruction beginning to prevail. Through the indefatigable exertions of the several county and town superintendents, objectionable books have been promptly removed, and their places supplied with other and more suitable works, wherever the attention of trustees and inhabitants has been directed to the subject. The principles by which the selection of books for the several district libraries should be governed, and in subordination to which well written works in the various departments of literature, science, and political and social economy, may advantageously find a place in these institutions, are ably canvassed in the special report of the superintendent of Cortland county; and the results to which that officer arrives in relation to the kind of books proper to be introduced into the common school libraries, as well as those which should be systematically excluded, correspond in all respects with the views of this Department.

There is reason to apprehend that the officers charged with the duty of selecting books for these libraries have too generally failed to appreciate the importance of a suitable provision for the intellectual and moral wants of the children of the district. Much misapprehension has existed on this subject, in consequence of the general prohibition, contained in the instructions heretofore communicated from this Department, against the introduction into the school libraries of books of "a merely juvenile character." The true principles upon which the selections for these institutions should be made, may be clearly inferred as well from the original design of the appropriation, as from the contemporaneous exposition of the Superintendent, under whose immediate auspices it was first carried into effect. The distribution of the fund provided for this purpose, was directed by the act under which it was supplied to be made "in like manner and upon the like condition as the school moneys are now or shall hereafter be distributed, except that the trustees of the several districts shall appropriate the sum received to the purchase of a district library." The amount of library money, therefore, under this provision, to which each district became entitled, was in proportion to the number of children between the ages of five and sixteen, residing therein, compared with the aggregate number in all the districts, and not in proportion to the adult population merely, or the whole population combined. The primary object of the institution of district libraries, was declared

in the Circular of Gen. Dix accompanying the publication of the act of 1838, to be "to disseminate works suited to the intellectual improvement of the great body of the people, rather than to throw into school districts for the use of the young, books of a merely juvenile character; and that by collecting a large amount of useful information, where it will be easily accessible, the influence of these establishments can hardly fail to be in the highest degree salutary to those who have finished their common school education, as well as to those who have not. The object in view will probably be best answered by having books suitable for all ages above ten or twelve years, though the proportion for those of mature age ought to be by far the greatest." When it is considered that the foundations of education are laid during the period of youth, and that the taste for reading and study is, with rare exceptions, formed and matured at this period, if at all, the importance of furnishing an adequate supply of books, adapted to the comprehension of the immature but expanding intellect—suited to its various stages of mental growth, and calculated to lead it onward by a gradual and agreeable transition, from one field of intellectual and moral culture to another, cannot fail to be appreciated. And even if the intellectual wants of many of the inhabitants of the districts, of more mature age, are duly considered, it admits of little doubt that a due proportion of works of a more familiar and elementary character than are the mass of those generally selected, would have a tendency not only to promote, but often to create that taste for mental pursuits which leads by a rapid and sure progression to a more extended acquaintance with the broad domains of knowledge. Those whose circumstances and pursuits in life, have hitherto precluded any systematic investigation of literary subjects, and who, if they possessed the desire, were debarred the means of intellectual improvement now brought within their reach, can scarcely be expected to pass at once to that high appreciation of useful knowledge, which the perusal of elaborate treatises on any of the numerous branches of science or metaphysics requires; and the fact brought to view by the annual reports of the county superintendents, that by far the greater proportion of the inhabitants of the several districts neglect to avail themselves of the privileges of the library, indicates too general a failure, to supply these institutions with the requisite proportion of elementary books.

In the selection of books for the district libraries, suitable provisions should be made for every gradation of intellectual advancement; from that of a child, whose insatiable curiosity eagerly prompts to a more intimate acquaintance with the world of matter and of mind, to that of the most finished scholar, who is prepared to augment his stock of knowledge by every means which may be brought within his reach. The prevalence of an enlightened appreciation of the requirements of our people in this respect, has already secured the application of the highest grade of mental and moral excellence to the elementary departments of literature; and works adapted to the comprehension of the most immature intellect, and at the same time capable of conveying the most valuable information to more advanced minds, have been provided—

wholly free on the one hand from that puerility which is fit only for the nursery, and on the other from those generalizations and assumptions which are adapted only to advanced stages of mental progress. A more liberal infusion of this class of publications, sanctioned by the approbation of the most experienced friends of education, into our district libraries, would, it is confidently believed, remove many of those obstacles to their general utility, which otherwise are liable to be perpetuated from generation to generation.

District School Journal.

This valuable periodical continues to exert a favorable influence on the interests of the schools. Its circulation is steadily increasing; and wherever it is regularly received and read, the officers and inhabitants of districts, and teachers, derive great benefit from its pages. Measures have been taken to secure its prompt and regular reception in the several districts of the State; and it is hoped that those especially to whom it is gratuitously sent, at an expense of several thousands of dollars by the State, will not fail to appreciate its importance in the diffusion as well of useful practical information concerning the interests of education generally, as of the laws relating to common schools, and the instructions, exposition and decisions of the department under those laws. The county superintendents, with very great unanimity, bear the most decisive testimony to the value and the utility of this periodical; and the fact that its editor is himself an efficient co-operator in the great work of public instruction, as superintendent of the county of Albany, will doubtless give to his suggestions and recommendations that practical cast which is so indispensable to their general adoption by the people. There has hitherto been very great neglect on the part of the officers of the several districts in preserving and binding this periodical at the expiration of the year; but under the instructions recently issued to the town superintendents on this head, it is believed that the provisions of the law will be more generally carried into effect.

Normal Schools and Teachers' Institutes.

In the last annual report from this Department, the subject of normal schools was brought before the Legislature; and it was proposed that the money bestowed on sixteen academies, for the purpose of sustaining teachers' departments, should be divided into four parts of \$1,200 each, and applied to the establishment of four normal schools, to be connected with four academies in different sections of the State. In conformity with this suggestion the Regents of the University withheld from the sixteen academies in which teachers' departments had been established, the sums which they had previously received. During the last season a very extensive correspondence with many individuals in respect to the establishment of these schools has been had, and numerous applications from academies to be selected for this purpose, have been made. The result of the examinations which during the last year have been made on this subject, has satisfactorily established the fact that four normal schools, although connected with academies, and subjected to no expense for rent, or for ordinary academic apparatus, cannot be established and maintained with an annual appropri-

ation of \$1,200 to each. A first rate teacher in such an establishment cannot be procured short of \$1,500 a year: and it is believed that at the commencement of the system, none but the very best should be employed. A different course might lead to a failure; and thus one of the greatest improvements in modern times, might be indefinitely postponed.

Since the appointment of county superintendents, and under their influence, new and voluntary associations called "Teachers' Institutes," have been organized in several of the counties, from which great improvement has resulted.—The first of these institutions was established two years ago under the auspices of the superintendent of Tompkins county. A teacher of thirty years' experience (Salem Town, A. M.) has attended the sessions of several of these voluntary associations, and communicated to them not only the lights of his long practical knowledge, but also the benefits of his ample scientific attainments. In a communication from him to this department, which is herewith transmitted, the course of discipline and instruction pursued in these Institutes is clearly explained. It will be seen that Mr. Town, at the three sessions which he has attended, has aided in imparting instruction to four hundred and thirty-six teachers, of whom two hundred and sixty-six were females and one hundred and seventy males. By thus associating together for two or three weeks in the year, the teachers of a county may communicate to each other every improvement within the knowledge of any one of them: and by listening to lectures, and submitting themselves to the regular discipline of a school, may augment their scientific knowledge, and make great acquisitions in the theory and practice of teaching.

Poorly as teachers are usually paid, [they deserve great credit for the sacrifices of both time and money, to which they thus voluntarily submit, in attending these associations. And strongly impressed with the utility of such associations in the advancement of educational knowledge, I earnestly recommend to the Legislature the passage of a law by which the sum heretofore appropriated to sustain teachers' departments in academies—a system which has to a great extent been a failure—shall be applied in equal portions among the teachers' Institutes, which may be organized and maintained for at least two weeks in each year, in the several counties in this State. Should the teachers in every county of the State form associations, the sum of \$4,800 divided among fifty-nine associations, would afford but a very inconsiderable amount to each. It would in that case, however, be sufficient to pay the rent of a room for the meeting of the association, to procure a few able addresses from competent lecturers, and perhaps some little indispensable apparatus. It would be much more encouraging if the sum was sufficient to cover all the pecuniary expenditures of the teachers for board and travel. In such case, many would doubtless attend, who would not otherwise be able, and the lights of educational science be thus more widely diffused.

The sum of \$275,000 annually distributed from the School Fund, gives to each of the 657,782 children of the State, less than forty-two cents: whilst it will be perceived, by referring to the last annual report of the Regents of the University, that the students in the academies of this

State, who are generally the sons of the rich, receive annually from the avails of the Literature Fund, the sum of \$3.55 each; and this is wholly independent of the \$4,800 heretofore applied to teachers' departments. On the subject of normal schools, which last year was brought before the Legislature, no law was passed, nor was any legislative action had. From the history of their operation in Europe, as well as in this country, and from additional information and reflection as to their details, an increasing conviction of their great utility in simplifying and expediting the communication of knowledge to the young, is entertained; and it is believed that the appropriation of a sum sufficient to establish and maintain four such schools properly located by the Legislature, or some other tribunal, could in no other way be so usefully expended. If there are prejudices in the public mind against such schools, on the ground that they are innovations upon existing customs, it would result in great good if even one could be established at the seat of government, where it could be annually inspected by members of the Legislature, who would thus be enabled to diffuse among their constituents, a knowledge of its utility.

That a teacher of proper capacity and acquirements, thoroughly educated in a normal school, can communicate more learning to his pupils in six months, than is usually communicated under the old system of teaching in double that period, is fully believed. If it were affirmed that a mechanic who had been carefully instructed in the theoretical and practical departments of his trade, could do twice as much work, and do it twice as well, as one who should assume that without previous discipline he was possessed of the trade by instinct, the affirmation could hardly fail to be credited. And is it not equally apparent that the educator, whose functions embrace in an eminent degree both art and science; who is required to study and to understand the different dispositions and propensities of the children committed to his care; to whose culture is confided the embryo blossoms of the mind; who is carefully to watch their daily growth, and to aid and accelerate their expansion, so that they may yield rich fruit in beauty and abundance; in short, who in the incipient stage of its existence is to attune the delicate and complicated chords of the human soul into the moral and intellectual harmonies of social life; is it not equally apparent that such a mission cannot be worthily performed without careful preparation?

In 1838, the sum of \$15,000 from the avails of the U. S. Deposit Fund, was granted to three colleges, annually for five years, "and until otherwise directed by law." This sum, divided among the students of these institutions, gives to each, annually, the sum of about \$47. A strong contrast is here presented to the forty-two cents bestowed annually from the funds of the State upon the children of the poor. To add to the wealth of the rich and the poverty of the poor, seems to have formed a prominent feature in the policy of past legislation. Has not the time come to abandon this policy? The five years for which this large sum was granted has fully expired; and will not these three institutions now willingly relinquish this sum, in order that it may be applied to the establishment of normal schools, and thus accelerate the moral

and intellectual development of the six hundred thousand children of this State?

The great mass of the rising generation have no agents specially charged in their behalf to beleaguer the halls of legislation, in order that they may bestow their assiduities upon members, in the solicitation of special favors. They have not the means of employing or paying such agents; and if they were allowed to speak on this subject, actuated as they would be by the generous and confiding impulses of the youthful heart, they would ask no more from their rulers than equal care and equal justice.

Charged with the supervision of the educational concerns of more than half a million of children on whose instruction and well-being all the prospects and hopes of the future repose, may not the undersigned regard himself as their humble advocate, and earnestly supplicate the Legislature to do more for their advancement in knowledge than has heretofore been accomplished?

S. YOUNG.

[For Abstract of Reports of County Superintendents, see pages 174 and 175.—Ed.]

STATE OF NEW-YORK—SECRETARY'S OFFICE. DEPARTMENT OF COMMON SCHOOLS.

TEACHERS OF COMMON SCHOOLS.

State Certificates of qualification as Teachers of Common Schools have been granted, under the 10th section of the Act of April 17, 1843, to the following named persons, on the special recommendations of the County Superintendents of the respective counties in which such persons reside, or on such other testimonials of character and capacity as were deemed satisfactory to the Department. Such of the certificates as have not already been received, will remain in this office until called or sent for by those to whom they belong.

Gentlemen.

George W. Fitch,....	Troy, Rensselaer Co.
Linus H. Reynolds,....	—, Washington.
John M. Sherman,....	Rochester, Monroe.
William W. Foster,...	Cortland, Cortland.
Archibald Nichols,...	Salisbury, Herkimer.
Nathan F. Winslow,...	Bergen, Genesee.
Kingsley L. Durbon,...	Darien, do.
Jonas G. French,.....	Barton, Tioga.
William S. Carr,.....	Schenect'y, Sch'y.
Isaac Swift,.....	Geneva, Ontario.
Loring Danforth,.....	Buffalo, Erie.
Lorenzo J. Ellsworth,.	—, Niagara.
Amos S. Gregory,.....	—, do.
Thomas E. Burdick,...	—, Fulton. <i>Annulled July</i>
Peleg A. Spencer,.....	Middleburgh, Scho.
Parker Jenkins,.....	Cobleskill, do.
John C. Sellick,.....	Schoharie, do.
Samuel Steele,.....	Albany, Albany.
J. W. Bulkley,.....	do.
Ebenezer W. Carney,...	—, Fulton.
James Parker,.....	Frewsburg, Chaut.
Henry Dean,.....	Brooklyn, Kings.
Matthias Bunce,.....	Claverack, Columbia.
Anson Boright,.....	Stuyvesant, do.
James Carver,.....	Kinderhook, do.
Frederick Smith,.....	Hudson, do.
Samuel Cole,.....	Palmyra, Wayne.
Edwin S. Adams,.....	Schodack, Rens.
Isaac N. Mason,.....	Norwich, Chenango.

William H. Sherman, .. Forestville, Chaut.
 Edward Willson, jr. ... Troy, Rens.
 Xenophen Haywood, ... Troy, do.
 Burton A. Thomas, ... Sandlake, do.
 Andrew Millar, ... Chateaugay, Frank.
 Elisha B. Smith, ... Chateaugay, do.
 Charles J. Rider, ... Malone, do.
 Preston Rolfe, ... Bombay, do.
 Chauncey Goodrich, ... Van Buren, Ononda.
 Daniel Losey, ... Manlius, do.
 Clark A. Millard, ... Delhi, Delaware.

Otsego.

Elijah Barber, }
 Alfred Robinson, }
 Perry G. Angell, }
 John W. Richardson, }
 Samuel W. Wakefield, }
 J. W. Earle, Centerville, Allegany.
 Harrison B. Waterman, Otsego.
 Henry Belding, do.
 Jacob S. Denman, Ithaca, Tompkins.
 James M. Shafer, Schodack, Rens.
 Champion Brown, Washington.
 Alexander McIntosh, ... Perth, Fulton.
 Mortimer Wade, Ephratah, do.
 Noah Fitch, Johnstown, do.
 Seneca Wing, Hague, Warren.
 George Fredenburgh, ... Le Ray, Jefferson.
 William P. Pew, Ithaca, Tompkins.
 Philo S. Ely, Hector, do.
 Edward D. Pierson, ... Le Roy, Genesee.
 A. P. Adams, Lysander, Onondaga.
 George Coon, jr. Marcellus, do.
 Bethuell Holcomb, ... Morehouseville Ham.
 Malcolm W. Mead, ... Marbletown, Ulster.
 John W. Howland, ... Saugerties, do.
 Foster D. Birdsall, ... Wawarsing, do.
 William Wood, Marbletown, do.
 Lucien B. Gilbert, ... Sparta, Livingston.
 William C. Dodge, ... York, do.
 R. D. Jones, Caledonia, do.
 N. J. Bloomfield, }
 Geo. F. Woodbury, }
 Otis P. Williams, }
 Proctor M. Crowley, ... Massena, St. Law.
 John Carton, Massena, do.
 William W. Barnard, ... Stockholm, do.
 Roswell L. Clark, ... Potsdam, do.
 John J. Elwood, Little Falls, Herkmer.
 John Stephens, Antwerp, Jefferson.

Herkimer.

Ladies.

Esther Gibbons, Westerlo, Albany.
 Ann Lawson, New-Scotland, do.
 Elizabeth Pope, Middlefield, Otsego.
 Jane Coley, Schenectady, Sche'dy.
 Almira Welch, Niagara.
 Lucinda A. Butler, do.
 Catharine M. Guffin, ... Carlisle, Schoharie.
 Sarah Pindar, Seward, do.
 Sally Dimmick, Norwich, Chenango.
 Melia M. Twiss, Barker, Broome.
 Alzina P. Bruce, Copake, Columbia.
 Sarah Woodruff, Onondaga.
 Lucy Ann Baldwin, ... Meredith, Delaware.
 Sally Ann Hull, Roxbury, do.
 Levantia Herrick, Otsego.
 Adelaide Birdsall, ... Franklin, Delaware.
 Philena Palmer, Otsego.
 Henrietta M. Bigelow, ... do.
 Sarah Slocum, Washington.
 Jennette Brown, Oppenheim, Fulton.
 Almira Middaugh, ... Ithaca, Tompkins.
 Jerusha P. Riggs, Newfield do.

Sarah A. Foote, Kingston, Ulster.
 Delia Rogers, Genesee, Livingston.
 Jane E. Gurley, Canton, St. Lawrence.
 Mrs. Hepzibah S. Thorp ... Chester, Warren.

COUNTY SUPERINTENDENTS OF COMMON SCHOOLS.

Albany—Francis Dwight, Albany.
 Allegany—Ralph H. Spencer, Hunt's Hollow;
 Hiram Wilson, Little Genesee.
 Broome—J. Taylor Brodt, Windsor.
 Cattaraugus—Elijah A. Rice, East Otto; Joseph
 H. Wright, Machias.
 Cayuga—E. G. Storks, Auburn.
 Chautauque—Worthy Putnam, Sinclearville.
 Chemung—Nathan Tidd, Millport.
 Chenango—David R. Randall, Oxford.
 Clinton—Daniel S. McMasters, Plattsburgh.
 Columbia—David G. Woodin, Austerlitz.
 Cortland—Henry S. Randall, Cortland Village.
 Delaware—Sanford I. Ferguson, Walton.
 Dutchess—Levi M. Arnold, Poughkeepsie; Hen-
 ry H. Ingraham, Rhinebeck.
 Erie—Enoch S. Ely, Buffalo.
 Essex—Edward S. Shumway, Essex.
 Franklin—Dana H. Stevens, Moriah.
 Fulton—Flavel B. Sprague, Kingsboro'.
 Genesee—David Nay, Darien.
 Greene—John Olney, Windham.
 Hamilton—William D. Jones, Lake Pleasant.
 Herkimer—James Henry, jr., Little Falls.
 Jefferson—Porter Montgomery, Adams; Lysan-
 der H. Brown, Watertown.
 Kings—Samuel E. Johnson, Brooklyn.
 Lewis—Sidney Sylvester, Lewis Co.
 Livingston—Ira Patchin, Livonia.
 Madison—Marsena Temple, Munnsville.
 Monroe—Henry E. Rochester, Rochester; John
 T. Brown, Chili.
 Montgomery—Freeman P. Moulton, Flat Creek.
 New-York—William L. Stone, New-York.
 Niagara—M. H. Fitts, Lewiston.
 Oneida—Elon Comstock, Rome; William S.
 Wetmore, Whitestown.
 Onondaga—Orson Barnes, Baldwinsville; Elijah
 W. Curtis, Geddes.
 Ontario—Augustus T. Hopkins, Victor.
 Orange—Horace K. Stewart, Minisink.
 Orleans—Jonathan O. Wilsea, Albion.
 Oswego—Otis W. Randall, Phenix.
 Otsego—Samuel H. Grant, Worcester.
 Putnam—Morgan Horton, Southeast.
 Queens—Pierpont Potter, Jamaica.
 Rensselaer—Philander H. Thomas, Stephentown.
 Richmond—Harmon B. Cropsey, Richmond.
 Rockland—Nicholas G. Blauvelt, Scotland.
 Saratoga—Seabury Allen, Providence.
 Schenectady—Alexander Fonda, Schenectady.
 Schoharie—John H. Salisbury, Argusville.
 Seneca—Charles Sentell, Waterloo.
 St. Lawrence—George S. Winslow, Gouverneur.
 Steuben—Ralph K. Finch, Bath.
 Suffolk—Samuel A. Smith, Smithtown.
 Sullivan—John D. Watkins, Liberty.
 Tioga—Elijah Powell, Richford.
 Tompkins—Smith Robertson, Dryden.
 Ulster—Gilbert Dubois, New-Paltz.
 Warren—Lemon Thomson, Johnsbury.
 Washington—Albert Wright, Middle Granville;
 Wm. Wright, Cambridge.
 Wayne—Samuel Cole, Palmyra.
 Westchester—John Hobbs, Yonkers.
 Wyoming—Alden S. Stevens, Attica.
 Yates—Thales Lindale, Penn-Yan.

The March Journal will contain the title and
 index of the current vol., making it complete
 for binding, for the District School Libraries.

ABSTRACT OF

Of the County Superintendents of Common Schools, of the several Counties

COUNTIES.	Whole No. of districts, the school-houses of which are situated within the town.	Ave. No. of months school.	No. of volumes in the District Library.	Amount of public money received and expended in said district, as stated in reports of trustees, during the year ending on the date of such reports.		Amount paid on rate bills for teachers' wages, besides public money	No. of children taught during the year.	No. of children residing in said town, over five and under sixteen.
				Teachers' money.	Library money.			
Albany,	167	8	25,194	\$14,751 69	\$3,837 99	\$11,451 24	13,210	16,880
Allegany,	290	6	15,187	9,884 23	1,656 42	8,224 02	15,546	13,088
Broome,	189	7	9,464	4,651 44	986 72	4,675 64	7,752	6,920
Cattaraugus,	219	7	11,443	7,451 82	1,219 27	4,788 47	12,006	9,937
Cayuga,	270	8	21,907	11,675 51	2,233 91	11,698 40	16,300	14,109
Chautauque,	314	6½	24,523	9,449 79	2,139 88	10,316 98	17,876	15,155
Chemung,	123	7	8,185	4,356 70	1,052 01	6,555 82	6,847	6,654
Chenango,	292	7½	19,480	9,332 56	1,793 78	9,261 53	14,794	12,435
Clinton,	115	8	8,994	5,474 33	1,149 03	2,100 86	6,244	7,346
Columbia,	190	9½	22,143	7,592 70	1,697 34	14,234 41	10,475	11,403
Cortland,	183	7	8,222	3,922 10	1,193 98	5,230 26	9,544	8,049
Delaware,	288	7	15,329	6,524 15	1,671 08	8,078 83	10,887	10,304
Dutchess,	205	9	20,695	9,586 89	2,336 09	15,623 63	9,783	13,683
Erie,	295	7	21,882	11,226 26	2,414 19	15,862 19	19,719	19,038
Essex,	168	6	9,173	5,425 94	1,075 55	3,712 98	7,526	7,140
Franklin,	116	6	6,790	3,693 83	704 41	1,947 59	5,087	5,817
Fulton,	103	7	8,256	3,476 93	838 82	4,670 73	6,634	5,886
Genesee,	174	8	19,124	5,600 28	1,424 21	8,360 24	10,534	8,802
Greene,	164	8	13,694	6,140 98	1,330 03	8,051 10	9,063	9,833
Hamilton,	26	8	884	684 72	92 27	247 92	708	622
Herkimer,	205	8	15,633	7,131 83	1,581 01	10,256 65	10,537	10,240
Jefferson,	355	8	26,270	12,434 92	2,772 01	12,945 16	21,400	19,449
Kings,	22	12	13,039	9,008 52	2,182 93	9,168 34	5,415	11,037
Lewis,	136	7	8,718	3,636 75	768 17	3,768 50	6,609	5,485
Livingston,	167	8½	16,135	7,455 92	1,658 57	11,063 23	11,381	9,766
Madison,	238	7½	19,594	8,285 55	1,805 83	9,269 98	13,509	11,445
Monroe,	245	9	28,003	21,356 75	2,438 44	14,474 94	15,961	18,798
Montgomery,	117	9	13,907	6,837 19	1,419 88	9,688 72	8,666	9,267
New-York,	114	12	128,526 25	.....	.....	.....	47,428	70,000
Niagara,	148	7½	10,736	6,287 81	1,389 95	7,713 99	10,258	9,335
Oneida,	401	7	31,889	15,908 87	3,795 56	15,244 28	22,405	21,729
Onondaga,	329	8	31,367	15,077 66	3,060 14	14,437 24	20,444	19,403
Ontario,	222	8	21,065	8,101 03	1,980 02	14,053 48	13,789	12,197
Orange,	173	9	21,234	9,046 85	2,170 62	18,276 78	11,219	13,483
Orleans,	133	8½	12,146	4,475 65	1,073 67	6,698 87	8,869	7,662
Oswego,	279	7	17,753	9,049 55	1,998 78	9,380 17	15,793	14,305
Otsego,	321	8	21,424	9,381 93	2,260 97	11,880 96	16,596	14,359
Putnam,	54	8	6,043	2,472 94	607 72	4,965 75	3,263	3,929
Queens,	78	10	11,139	5,578 34	1,373 41	10,140 79	4,381	7,505
Rensselaer,	191	8	20,487	10,743 84	2,708 31	13,241 60	13,314	15,321
Richmond,	17	11	3,210	2,338 24	462 46	3,176 46	1,820	3,040
Rockland,	38	9½	4,963	2,133 52	633 06	3,585 47	1,900	2,606
Saratoga,	212	6	17,701	7,999 04	1,933 72	12,243 85	11,983	11,647
Schenectady,	59	9	4,694	2,325 67	507 59	3,509 52	3,103	3,370
Schoharie,	181	8	13,116	6,103 16	1,492 07	8,605 26	9,760	10,000
Seneca,	111	8	.....	6,793 54	1,133 63	6,718 96	7,037	7,192
St. Lawrence,	345	7	22,281	14,659 26	2,541 64	8,027 13	19,238	19,721
Steuben,	307	6½	19,269	10,706 60	2,072 27	10,910 63	14,805	15,971
Suffolk,	134	9	15,449	5,855 69	1,458 44	11,469 76	8,072	8,846
Sullivan,	109	8	7,422	4,178 25	731 22	3,802 75	4,514	4,662
Tioga,	136	7	8,589	4,330 47	931 36	5,926 44	7,047	6,532
Tompkins,	232	8	16,908	8,726 93	1,896 05	8,809 91	12,373	11,157
Ulster,	183	9	19,540	8,872 75	1,955 02	11,813 01	10,665	13,223
Warren,	115	6	5,871	2,460 57	630 22	3,084 64	4,590	4,043
Washington,	253	8	19,746	8,022 63	1,950 81	10,673 24	12,764	10,968
Wayne,	225	8	16,349	8,009 66	1,949 84	11,956 02	14,601	13,199
Westchester,	145	9	18,368	8,697 42	1,931 27	12,839 65	7,200	10,191
Wyoming,	175	7½	12,674	5,962 38	1,353 73	5,986 68	10,222	8,616
Yates,	111	7½	10,097	4,022 31	927 27	5,273 63	6,419	6,055
Total,	10,960	8	874,865	\$565,798 76	\$94,933 65	\$509,376 97	657,793	677,995

THE REPORTS

of the State of New-York, for the year ending on the first day of July, 1843.

under sixteen.

680
685
920
937
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155
654
436
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846
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955
995

Amount of public money received from all sources by commissioners, during the year reported.	How apportioned for the current year.		No. of pupils who have attended the district school less than two months.	No. of pupils who have attended two, and less than four months.	No. of pupils who have attended four, and less than six months.	No. of pupils who have attended six, and less than eight months.	No. of pupils who have attended eight, and less than ten months.	No. of pupils who have attended ten, and less than twelve months.	No. of pupils who have attended twelve months.	No. of unincorporated select and private schools.	Average No. of pupils in attendance at said schools.	Amount paid for teachers' wages in said schools beyond public money.
	Teachers' wages.	For libraries.										
\$18,658 33	\$14,648 47	\$3,847 91	4,909	5,681	5,677	3,403	1,795	861	462	78	1,853	
11,621 96	9,839 96	1,750 39	4,247	4,166	2,864	1,309	492	63	.....	26	483	
5,569 14	4,519 49	1,032 83	1,636	1,605	1,136	534	87	.....	94	16	261	\$10 00
7,975 02	6,858 91	1,170 09	3,442	3,118	2,464	1,143	216	52	.....	13	268	
13,609 71	11,260 05	2,296 29	3,890	3,671	3,018	2,044	1,315	263	40	51	882	
12,294 01	9,979 69	2,014 64	4,231	3,869	3,078	1,602	334	31	9	43	770	
5,408 71	5,731 20	1,003 69	2,111	1,835	1,400	823	479	180	.....	20	97	
10,960 03	9,037 50	1,858 61	3,287	4,074	3,627	2,037	835	177	20	27	472	
7,460 04	6,416 19	1,489 06	1,793	1,414	1,216	766	287	111	15	13	250	
12,146 42	9,974 30	1,697 34	2,764	2,839	2,104	1,516	802	449	40	29	334	10 00
6,445 88	5,447 27	1,114 47	1,738	1,727	1,474	1,026	298	48	.....	12	144	
8,098 88	6,618 49	6,888 64	3,051	2,639	1,825	838	230	.....	23	375		
11,860 46	9,665 89	2,374 22	3,040	2,775	2,118	1,300	1,033	375	111	120	1,783	
13,339 38	11,338 68	2,441 67	6,087	6,345	3,635	2,006	736	306	12	74	1,754	340 00
6,709 38	4,709 28	964 68	1,847	1,690	971	537	129	30	.....	18	357	
4,797 16	4,085 09	744 21	1,120	1,215	933	504	62	7	.....	9	112	
4,178 96	3,263 99	796 95	1,882	1,438	1,195	702	350	162	64	8	398	
7,416 71	6,069 54	1,347 09	2,487	2,476	1,915	1,607	955	46	19	19	371	
7,187 51	5,723 38	1,374 90	2,855	2,243	1,808	1,177	747	131	53	36	575	
822 84	689 82	108 61	134	115	100	11	.....	.....	.....	2	8	
8,611 24	6,818 84	1,688 86	3,173	2,738	2,453	1,471	637	225	.....	41	750	
14,430 94	11,685 77	2,676 86	3,913	4,513	3,499	2,648	1,261	197	.....	66	1,195	
17,836 08	9,008 82	2,182 93	824	644	864	831	800	907	816	68	1,968	410 00
4,561 82	3,765 25	790 41	634	827	776	570	228	47	34	14	340	
9,256 40	7,665 83	1,690 57	3,705	3,247	2,413	1,672	1,017	420	83	40	670	
9,937 20	7,755 54	1,736 27	3,488	3,108	2,749	1,727	815	182	.....	42	753	
25,086 54	*22,264 33	*2,822 31	4,213	3,593	2,879	1,654	1,162	253	89	47	869	
8,252 06	6,522 68	1,698 02	2,176	2,023	1,650	1,417	822	428	181	20	321	
128,638 56	128,638 56											
7,704 77	6,236 99	1,441 08	3,116	2,727	1,906	1,324	523	142	80	38	909	
10,419 83	8,445 20	3,693 61	6,196	5,423	4,388	2,878	1,570	187	3	66	1,121	
18,177 18	15,119 00	3,065 63	5,886	5,075	3,915	2,706	1,388	509	7	59	998	
10,129 93	8,101 03	1,990 02	3,758	3,437	2,627	1,412	671	181	92	52	743	185 40
11,490 79	4,149 82	2,350 97	3,324	2,833	1,855	1,409	942	649	110	61	1,111	
8,947 15	4,800 41	1,136 67	2,711	2,372	1,833	1,178	576	233	.....	67	316	
11,123 27	9,022 78	1,909 87	4,694	4,055	2,944	1,661	724	231	16	29	391	
11,494 17	9,249 09	2,245 61	4,882	4,609	3,552	2,414	923	210	.....	48	646	
2,904 04	2,338 89	569 06	625	707	742	492	147	74	25	13	136	
7,033 55	5,661 05	1,368 96	923	932	629	608	520	335	179	42	885	
13,660 37	10,881 80	2,777 34	3,894	3,212	2,191	1,510	851	399	52	81	1,685	
2,319 55	1,775 65	443 90										
2,770 45	2,216 36	554 08	463	423	292	301	235	181	146	11	183	
9,412 37	7,762 86	1,931 88	2,962	2,500	1,995	1,156	549	139	18	40	734	
2,655 57	2,094 10	511 30	771	630	535	350	177	82	.....	7	82	
7,881 98	6,898 86	1,475 25	2,355	2,228	1,450	910	333	169	27	12	168	
7,611 65	6,186 18	1,138 10	3,257	1,754	1,264	813	607	129	84	37		
17,359 23	15,644 92	2,615 37	4,356	4,604	3,701	2,216	290	40	.....	26	419	
11,734 45	9,624 15	1,977 06	6,618	4,887	3,245	1,663	548	27	47	18	367	
7,332 73	6,882 12	1,470 18	2,084	2,092	1,487	1,117	691	266	40	80	128	
8,090 90	3,794 49	709 37	696	681	577	486	208	43	.....	2	67	
8,826 78	4,952 54	873 82	1,726	1,492	1,321	896	349	110	.....	4	110	
10,401 10	9,627 00	1,616 80	3,161	2,621	2,032	1,423	667	73	.....	35	218	
10,841 26	8,396 96	2,094 56	2,990	2,316	2,095	1,207	738	330	55	34	673	
3,124 44	2,485 40	890 54	1,539	1,161	674	294	138	41	.....	6	200	
9,179 39	7,484 28	1,864 04	3,419	3,200	2,397	1,642	614	109	.....	26	371	
8,324 07	6,246 91	1,555 16	4,242	3,827	3,134	2,073	1,075	128	1	37	657	
10,137 16	8,170 75	1,976 79	1,698	1,717	1,432	1,238	769	339	133	90	1,620	
7,124 55	5,818 68	1,315 87	2,442	2,564	2,176	1,482	616	92	.....	25	476	80
5,007 63	3,994 71	968 55	1,571	1,863	1,132	738	107	.....	18	383		
\$55,659 44	\$52,772 79	\$98,470 65	162,326	151,540	117,035	74,244	35,281	11,289	3,147	954	34,105	\$956 30

* Estimated.

DISTRICT SCHOOL JOURNAL.

"COMMON SCHOOL BILL."

"An act for the establishment and maintenance of Common Schools in Upper Canada."

This bill consists of seventy-one sections, and provides for the appointment of county and town superintendents, vesting in them similar general powers, and imposing similar important duties to those of our own admirable system.

The most important variation, as regards the office of county superintendent, is the requiring that officer to give bonds, inasmuch as he receives and distributes the public money through the town superintendents, on the reports of their districts being found correct.

The Canada Bill, is not, however, a servile copy; if it adopts and sanctions the leading provisions of our system, it proposes others of almost equal importance, as will be seen in the following sections:—

57. And be it enacted, that it shall and may be lawful for the Court of Wardens of any County in Upper Canada aforesaid, if they deem it proper so to do, to raise and levy by county rate, a sum not exceeding in any year two hundred pounds, and to appropriate and expend the same for the maintenance of one or more County Model Schools within such County, and to constitute by a Bye-Law or Bye-Laws to that effect any Township, Town or City School or Schools within the County, to be, for any term not less than one year, such County Model School or Schools; provided always that by such Bye-law there shall be appropriated from the County Rates for the payment of Teachers and the purchase of books and apparatus, for each school during every year for which the same shall continue to be a County Model School, a sum not less than forty pounds.

63. And be it enacted, that at every such County Model School gratuitous instruction shall be afforded to all Teachers of Common Schools within the County wherein such Model School may be established, during such periods and under such regulations as the County Superintendent may from time to time direct.

Thus Upper Canada as well as Pennsylvania, New-Hampshire and New-Jersey have, during the last year, called in various ways for the adoption of the main features of the New-York system of thorough supervision. In Ohio, Illinois and Kentucky, educational movements, announce that they will no longer neglect the greatest interest of the State—the right education of its sons. And did the friends of education need confirmation of their confidence in the results of our system, similar evidence might be found in every middle, eastern and western state. But it is not necessary to go abroad for the proof, it may be found at our own doors, and should it in any case fail, it will only be in those rare instances in which the supervisors have entrusted the important duties of superintendence, to incompetent or unworthy hands.

NOTICE TO CORRESPONDENTS.

The re-publication of the School Law and the Regulations of the Department, has temporarily excluded many valuable communications.

PHYSICAL EDUCATION.

A large number of 'Dr. Sewall's Pathology of Drunkenness' has already been distributed among the District Schools, and as it is anticipated that benevolent individuals will secure their general diffusion throughout the schools of the several Counties, it is important that the authority on which the truthfulness of these "speaking pictures" rests, should be known. This consideration and the great importance of temperance principles to the young, will make the following notices of this work interesting and useful:

Understanding that "Doctor Sewall's Pathology of Drunkenness" is about to be republished, I cordially agree to the republication in this work of the testimonial I gave some years ago, to its utility and faithfulness. I can also add to that testimonial, the expression of my opinion, that temperate drinking, as defined by Doctor Sewall, has a tendency to alter the condition of the mucus membrane of the stomach, and give origin to that state of it which is represented in Doctor Sewall's Plate No. II.

JOHN C. WARREN.

Boston, December 2, 1843.

Finding that it is the intention of the New-York State Temperance Society to republish Dr. Sewall's Pathology of Drunkenness, with the Prints of the Human Stomach, for the benefit of the Common Schools in our State, I am happy to repeat my hearty recommendation of this great and good work, and to add, that it is my full conviction that the pernicious practice of even temperate drinking, as set forth by Doctor Sewall, cannot be too severely reprobated. By whomsoever this is practised, it will be found to be the beginning of that sad derangement of the mucus membrane, represented in Plate II. which will sooner or later lead to the most disastrous results.

VALENTINE MOTT.

New-York, December 5, 1843.

The New-York State Temperance Society having desired an additional expression of opinion from me on the subject of Doctor Sewall's plates, being his Pathology of Drunkenness, this is to certify that since my original communication to the Learned Professor, and also my letter of March 11, 1843, to E. C. Delavan, Esq., I have seen no reason to modify or retract sentiments advanced on these occasions. On the contrary, I now renew them with a pleasure increased at the progress of the cause they are intended to support, and at the admirable improvement this cause has made in the condition of individuals and of families.

That a reformation was needed in the customs of society in regard to the inebriating drinks, no one ought to doubt; and that this reformation, limited as it yet is, has done incalculable good, must be apparent to every sincere inquirer into its present state. A wide circulation of Doctor Sewall's valuable Plates, by infusing a just dread and abhorrence of intoxication into the minds of all having their understandings now matured, will of course, by the influence of example, deter the rising generation from the dangerous practice of even temperate drinking, as thus defined and illustrated; and I shall therefore be glad to witness their greater extension.

W. E. HORNER, M. D.

Philadelphia Dec. 6. 1843.

Col. Young, the State Superintendent (who has supplied all the schools in Ballston) remarked previous to the discussion relative to them:

"I am satisfied that the colored plates of Dr. Sewall, depicting the transitions of the human stomach, from health to the last stages of alcoholic disease, will make a deeper and more lasting impression on the minds of reflecting individuals, and even on the thoughtless and ignorant, than any other work that has been published." And since the discussion:

"I know of no admonition against the habitual or the occasional use of alcoholic poison, so striking and impressive as the plates of Dr. Sewall; and I shall be much pleased to see them furnished to every school district in the State."

Says Father Mathew:—"The dissection of the human stomach (Dr. Sewall's), are calculated to make a deep impression, and deter men from the use of strong drinks. Many who have resisted every other argument, have been influenced by the inspection of these dissections to become teetotallers."